

Ellen Woodside Elementary

9122 Augusta Rd.
Pelzer, SC 29669

Grades	K-5 Elementary School	
Enrollment	606 Students	
Principal	Gary H. Long	864-243-5670
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	44	38	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	No

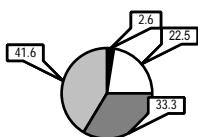
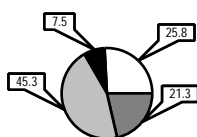
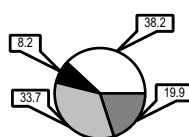
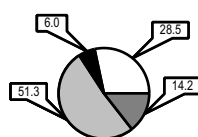
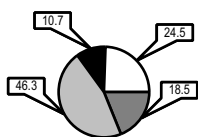
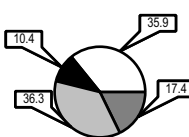
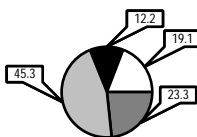
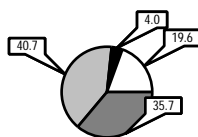
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	287	100.0	22.5	41.6	33.3	2.6	48.3	Yes	Yes
Gender									
Male	161	100.0	26.6	40.3	31.2	1.9	43.5		
Female	126	100.0	16.8	43.4	36.3	3.5	54.9		
Racial/Ethnic Group									
White	208	100.0	19.4	40.3	36.7	3.6	53.1	Yes	Yes
African American	67	100.0	31.1	47.5	21.3	0.0	32.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	229	100.0	15.2	43.1	38.4	3.3	55.9		
Disabled	58	100.0	50.0	35.7	14.3	0.0	19.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	287	100.0	22.5	41.6	33.3	2.6	48.3		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	100.0	22.0	41.7	33.7	2.7	48.5		
Socio-Economic Status									
Subsidized meals	144	100.0	28.9	45.3	25.0	0.8	35.9	No	Yes
Full-pay meals	143	100.0	16.5	38.1	41.0	4.3	59.7		

Mathematics – State Performance Objective = 36.7%									
All Students	287	100.0	25.8	45.3	21.3	7.5	47.2	Yes	Yes
Gender									
Male	161	100.0	25.3	49.4	18.2	7.1	46.1		
Female	126	100.0	26.5	39.8	25.7	8.0	48.7		
Racial/Ethnic Group									
White	208	100.0	22.4	44.9	23.5	9.2	51.5	Yes	Yes
African American	67	100.0	37.7	50.8	8.2	3.3	29.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	229	100.0	15.2	50.2	26.5	8.1	56.4		
Disabled	58	100.0	66.1	26.8	1.8	5.4	12.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	287	100.0	25.8	45.3	21.3	7.5	47.2		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	100.0	25.8	45.5	21.2	7.6	47.0		
Socio-Economic Status									
Subsidized meals	144	100.0	32.8	46.9	16.4	3.9	38.3	Yes	Yes
Full-pay meals	143	100.0	19.4	43.9	25.9	10.8	55.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	287	100.0	38.2	33.7	19.9	8.2	28.1
Gender							
Male	161	100.0	42.2	28.6	20.1	9.1	29.2
Female	126	100.0	32.7	40.7	19.5	7.1	26.5
Racial/Ethnic Group							
White	208	100.0	32.1	35.2	23.0	9.7	32.7
African American	67	100.0	60.7	27.9	6.6	4.9	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	229	100.0	27.5	40.3	22.3	10.0	32.2
Disabled	58	100.0	78.6	8.9	10.7	1.8	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	100.0	38.2	33.7	19.9	8.2	28.1
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	100.0	38.3	33.3	20.1	8.3	28.4
Socio-Economic Status							
Subsidized meals	144	100.0	46.1	34.4	15.6	3.9	19.5
Full-pay meals	143	100.0	30.9	33.1	23.7	12.2	36.0

Social Studies							
All Students	287	100.0	28.5	51.3	14.2	6.0	20.2
Gender							
Male	161	100.0	27.9	51.9	12.3	7.8	20.1
Female	126	100.0	29.2	50.4	16.8	3.5	20.4
Racial/Ethnic Group							
White	208	100.0	24.5	51.5	16.8	7.1	24.0
African American	67	100.0	39.3	49.2	8.2	3.3	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	229	100.0	20.9	54.0	17.5	7.6	25.1
Disabled	58	100.0	57.1	41.1	1.8	0.0	1.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	100.0	28.5	51.3	14.2	6.0	20.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	100.0	28.4	51.1	14.4	6.1	20.5
Socio-Economic Status							
Subsidized meals	144	100.0	38.3	53.9	5.5	2.3	7.8
Full-pay meals	143	100.0	19.4	48.9	22.3	9.4	31.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	86	100.0	15.7	31.3	41.0	12.0	53.0
	4	103	100.0	24.2	48.4	25.3	2.1	27.4
	5	104	100.0	26.8	53.6	19.6	N/A	19.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	100.0	15.1	30.2	46.5	8.1	54.7
	4	87	100.0	20.0	47.1	32.9	0.0	32.9
	5	104	100.0	30.5	47.4	22.1	0.0	22.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	86	100.0	18.1	61.4	14.5	6.0	20.5
	4	103	100.0	25.3	48.4	22.1	4.2	26.3
	5	104	100.0	28.9	52.6	13.4	5.2	18.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	100.0	19.8	46.5	26.7	7.0	33.7
	4	87	100.0	22.4	45.9	25.9	5.9	31.8
	5	104	100.0	33.7	44.2	12.6	9.5	22.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	96	100.0	31.4	34.9	27.9	5.8	33.7
	4	87	100.0	35.3	34.1	22.4	8.2	30.6
	5	104	100.0	46.3	32.6	10.5	10.5	21.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	96	100.0	17.4	67.4	10.5	4.7	15.1
	4	87	100.0	18.8	51.8	21.2	8.2	29.4
	5	104	100.0	46.3	36.8	11.6	5.3	16.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 606)				
First graders who attended full-day kindergarten	100.0%	Up from 0.0%	100.0%	100.0%
Retention rate	4.4%	Up from 3.1%	3.0%	3.0%
Attendance rate	95.6%	Down from 96.0%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%	Down from 5.8%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%	Up from 4.8%	3.5%	3.2%
Eligible for gifted and talented	9.9%	Up from 8.9%	13.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Up from 11.9%	9.0%	8.2%
Older than usual for grade	1.3%	Up from 0.9%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	55.8%	Up from 39.5%	53.6%	52.6%
Continuing contract teachers	81.4%	Down from 92.1%	86.3%	83.3%
Highly qualified teachers	97.6%	Up from 94.3%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 86.1%	88.2%	87.0%
Teacher attendance rate	93.2%	Down from 95.5%	95.1%	95.0%
Average teacher salary	\$40,512	Up 4.1%	\$41,638	\$41,703
Prof. development days/teacher	12.4 days	Down from 19.7 days	13.1 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.3 to 1	18.8 to 1	18.8 to 1
Prime instructional time	87.6%	Down from 90.4%	89.8%	89.8%
Dollars spent per pupil*	\$6,144	Up 19.4%	\$6,134	\$6,242
Percent of expenditures for teacher salaries*	64.4%	Up from 63.5%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ellen Woodside Elementary School, with a rich educational history for 81 years, is nestled in a serene setting in southern Greenville County. The heritage of the community is exhibited in the school through the values of high expectations, hard work, honesty, and respect for every individual. As evidence, we are a Red Carpet Award Winner for our exemplary family-friendly environment.

Our school had an exciting and challenging school year as we continued to define our path in providing ALL students with a curriculum that offers a variety of instructional approaches. With academic achievement as our #1 priority, we made teaching and learning the focal point of our planning. We will be partnering with Carolina First Center for Excellence to implement the "Malcolm Baldrige Model" for continuous improvement. This model places accountability for learning into the children's hands. All students develop academic and personal goals. The primary focus will be using quality concepts, quality tools, and data collection in the classroom and school to monitor improvement and motivate learners. The model encourages effective communication, responsibility, and promotes positive social behavior.

Although we face many challenges, we are proud that we met 20 out of the 21 objectives for No Child Left Behind. We have lowered the percentage of our students scoring Below Basic in both Mathematics and Language Arts. We continue to increase the percentage of students scoring Basic and above in both of these areas. For students scoring Below Basic, we were able to provide remediation programs through an Urban League 21st Century Grant, after-school tutorial, and the YMCA homework program. We also provided 3rd, 4th, and 5th grade students with a Science and Social Studies Challenge program to help increase performance.

We will continue our program of high expectancy by enlisting our community resources and by continuing to develop parenting programs for our at home partners. All students will be provided the highest quality of instruction and will be afforded the opportunity of fulfilling innate potential through the positive, creative, and challenging curriculum presented in a relevant and meaningful manner. The best is yet to come!

Gary H. Long, Principal
Deana Morris, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	93	69
Percent satisfied with learning environment	97.6%	95.7%	86.8%
Percent satisfied with social and physical environment	100.0%	92.3%	86.8%
Percent satisfied with school-home relations	83.3%	87.9%	70.1%

*Only students at the highest elementary school grade level at this school and their parents were included.